



Behaviour and Suspension Policy

This policy was approved and ratified by the Board of Trustees

Cox Green School

on

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Revision Overview

Version	Area
V1.12	Key Principles, 4, 5, 7, 8, 9, 10, 11, 12, 13, 21, Appendix 2, Appendix 4, Appendix 6



Contents

No.	Section
	Key Principles
	Key Requirements/Legal Duties
	Terms of Reference
1	Introduction
2	Aims
3	Expectations of Staff, Parents, Trustees and Students
4	Rewards and Positive Reinforcement
5	Active Involvement of Parents
6	Disciplinary Sanctions
7	Reports
8	Reflection Periods
9	Suspensions and Exclusions
10	Interventions and Additional Needs
11	Use of Mobile Phones and Other Electronic Devices
12	Screening, Searching and Confiscation
13	Use of Restrictive Physical Intervention
14	Malicious Accusations Against School Staff
15	Fire Alarm/Disabled Person Refuge Alarm
16	Training
17	Involvement of Outside Agencies
18	Risk Assessment
19	Record Keeping
20	Communication of This Policy
21	Review of Policy
	Appendices
1	Behaviour Flow Chart
2	Levels of Behaviour Guidance
3	Behaviour Diamond
4	Behaviour Contract
5	Summary of the Board of Trustees' Duties to Review the Headteacher's Exclusion
6	Home School Agreement



Key Principles

At Cox Green School, our mission statement is to have the highest aspiration for our school and every member of our community, where all feel respected and able to develop to their potential.

Our Behaviour Policy is driven by our mission statement and values; and underpins all behaviours at Cox Green School. Our values are:

- Be Respectful – Respect for ourselves, those around us, and our environment;
- Be Kind – Supporting one another and being considerate of others;
- Be Determined – Showing a willingness to improve and better ourselves.

These key values allow our culture of success to operate, embedding opportunities for all at Cox Green School.

We are committed to achieving our vision by establishing a culture of success, focusing on the following priorities:

- Developing our students to be strong citizens of our school and community;
- Establishing a culture where our students aspire to the very best they can be;
- Embedding a curriculum that is broad, enriched, exciting and ambitious for all our students, allowing all students the opportunity to follow their chosen study pathway;
- Enabling all students access to a positive teaching and learning environment that meets the needs of all our students.

At Cox Green School, it is our aim to promote positive behaviours and attitudes amongst our students and to reward those students who contribute positively to both the school and the community. We believe that where mistakes are made, students must have an opportunity to reflect on their behaviour to ensure that they understand the impact of their actions.

We believe all staff and students play a crucial role in facilitating this process. By reflecting on behaviours, this will help guide students to successful outcomes. It is essential that our partnership with parents is strong and that we have your full support to ensure we all have consistent standards for all of our students.

Key Requirements/Legal Duties

This policy responds to the requirement under the Education (Independent Schools Standards) Regulations 2014, that all independent schools (including academies and free schools) must have a Behaviour Policy which sets out the sanctions to be adopted in the event of student misbehaviour, is implemented effectively, and that a record is kept of sanctions imposed upon students for serious misbehaviour.

The school acknowledges its duties under the:

- Education and Skills Act 2008;
- Equality Act 2010;
- Data Protection Act 2018 and the General Data Protection Regulation (GDPR) 2020;
- Education Act 2002;
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Education and Inspections Act 2006;
- Education Act 1996;
- Education Act 2011;
- Children Act 1989;



- Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

The school also acknowledges its duties under the following guidance and advice:

- Keeping Children Safe in Education (KCSIE) (Department for Education (DfE), September 2025);
- Working together to safeguard children (DfE, 2023);
- Information sharing (July 2018);
- Exclusion from maintained schools, academies and pupil referral units in England (DfE, August 2024);
- Behaviour and discipline in schools (DfE, January 2016);
- Behaviour in Schools – Advice for headteachers and school staff (DfE February 2024)
- Use of reasonable force (DfE, July 2013);
- Searching, screening and confiscation: advice for schools (DfE, July 2022);
- Mental health and behaviour in schools (DfE, November 2018);
- Relationships education, relationships and sex education and health education (DfE, September 2021);
- Alternative Provision (DfE January 2013);
- The designated teacher for looked-after and previously looked-after children (DfE, February 2018).

The following school policies and procedures are relevant to this policy:

- Assessment, Recording and Reporting Policy;
- Anti-Bullying, including Cyber-Bullying Policy;
- Smoke Free Policy;
- Drugs and Alcohol Policy;
- Safeguarding Policy;
- Inclusion Policy;
- Accessibility Plan;
- Student ICT and Mobile Device Use Policy
- Uniform Policy;
- Home School Agreement;
- Behaviour Contract;
- Relationship and Sex Education Policy.

The Trustees who form the Board of Trustees of Cox Green School have overall responsibility for making, implementing and reviewing all school policies and their application.

The Senior Leadership Team (SLT) oversees the day-to-day application and monitoring of this policy.

Relevant Middle Leaders (Subject Leaders and Heads of Year) will have an overview of behaviour incidents and patterns of behaviour in their areas of responsibility, together with resolutions; they will report regularly to their SLT Line Manager.



Terms of Reference:

Parents: Please note that in education law and for the purposes of this policy, the term 'parent' means a natural or adoptive parent of the child (irrespective of whether they are, or ever have been, married, whether the father has parental responsibility, or with whom the child lives), as well as people who are not the natural or adoptive parents of the child, but who have care of, or parental responsibility for, the child.

Students: Please note that in this policy, the term 'student' includes all students on roll at Cox Green School, including Sixth Form students.

Cox Green School: Please note that for the purposes of this policy, the term 'School' refers to Cox Green School.

Staff: Please note that for the purposes of this policy, the term 'Staff' refers to all staff at Cox Green School, including, but not limited to, Teachers, Support Staff, Senior Leadership Team (SLT) and Middle Leaders.

This policy applies to all students (including Sixth Form students) and staff, Trustees and parents.

1. Introduction

This policy aims to provide staff, parents and students with clearly understood guidelines and potential strategies that may be used to promote positive behaviour and to support students in taking responsibility for their behaviour choices. We do, however, recognise the need for a degree of flexibility when faced with behavioural diversity in school and accept that a 'one size fits all' approach will not be sufficient.

Good behaviour systems are apparent when all staff **are consistent** in their management of students and work well together to support each other.

This policy also recognises the diversity of behaviour management styles used by teachers and the differences in behaviour challenges that can be presented by students. Behaviour is never somebody else's responsibility.

2. Aims:

- To have the highest expectations of student behaviour in order to ensure that all students make outstanding progress and achieve their full potential;
- To create an atmosphere where achievement is respected and valued by all;
- To establish good working relationships and encourage mutual respect amongst all members of the school community;
- To secure an environment where effective teaching and learning is able to take place;
- To identify levels of behaviour and to ensure rewards and sanctions are fairly apportioned according to the behaviours demonstrated;
- To work with parents and students to encourage good behaviour and to establish good patterns of behaviour where there are difficulties;
- To set out a clear and fair process for the proper investigation of allegations of poor behaviour and or breaches of discipline;
- To have due regard to the school's public sector equality duty under the Equality Act 2010, to have due regard to the need to:



- a. Eliminate discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
 - b. Advance equality of opportunity between people who share a protected characteristic and people who do not.
 - c. Foster good relations between people who share a protected characteristic and people who do not share it.
- To have due regard to the school's legal duties under the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) in respect of students with Special Educational Needs (SEN);
 - Ensuring consistency of response to both acceptable and unacceptable behaviour, in the knowledge that the rigorous and consistent application of the Behaviour and Suspension Policy will result in overall student well-being and school improvement;
 - To actively promote and safeguard the welfare of students at the school and to protect all who come into contact with the school from harm;
 - To help create a culture of safety, equality and protection.

Finally, we believe that students must have an opportunity to reflect on their behaviour to ensure that they understand the impact of their own unacceptable behaviour on both themselves and others. Students must also have the opportunity to reflect on how they can avoid unacceptable behaviour, and show improved behaviour in future. We believe all staff play a crucial role in facilitating this process by not only giving students time to reflect but also by holding conversations to help guide students to successful reflection. Where challenging behaviour is related to a student's disability, use of positive discipline and reward methods may enable the school to manage the student's behaviour more effectively and improve their educational outcomes.

All sanctions must be proportionate in all the circumstances, to take into account a student's age, any special educational needs or disability they may have and any religious requirements affecting them.

3. Expectations of Staff, Parents, Trustees and Students

Staff

Learning

- We believe every student at Cox Green School is fully capable of developing the academic and social skills necessary for educational, career and life success;
- We will support every student to work hard to reach their potential;
- We will make sure we always come to lessons prepared and continually engage students in the challenging work that paves the way for success in school and life;
- We will ensure students are aware of their achievements and provide them with advice and guidance in order to further improve their learning;
- We will set appropriate and regular classwork and homework, which we will mark;
- We will provide rewards for students' endeavour;
- We will offer every child the opportunity to learn a musical instrument and/or extra-curricular activities.

Behaviour and Attendance

- We will care about our students' wellbeing, and protect their safety at all times;
- We will ensure that each student's class teacher and Form Tutor will follow their progress and ensure that their individual needs are met;



- We will regularly set targets for attendance and punctuality and monitor these closely;
- We will go out of our way to get to know each of our students as individuals;
- We will focus on promoting positive behaviour, helping to build self-discipline and encouraging respect for others;
- We will enforce the Home School Agreement (Appendix 6) consistently and fairly;
- We will insist on high standards of behaviour and will hold students to account for their actions.

Communication

- We believe that to provide the best possible education for our students, partnerships between parents and staff must be strong;
- We believe that through regular communication, a relationship of trust between school and home can be created;
- We will hold parent evenings at least once a year;
- We will welcome parents into the school community and will treat them with respect and courtesy.

Trustees

- Clear advice and guidance from the Board of Trustees, which feeds directly into the Behaviour and Suspension Policy, will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the Board of Trustees' support if they follow that guidance.
- The Board of Trustees will also wish to consider its duty under section 175 of the Education Act 2002, requiring it to ensure that its functions are carried out with a view to safeguarding and promoting the welfare of children and its general duty to eliminate discrimination under section 149 of the Equality Act 2010.

Parents

- Parents believe their child is fully capable of developing the academic knowledge and skills necessary for educational, career and life success;
- Parents will support their child to work hard to reach their potential;
- Parents will allow their child to participate in extra-curricular activities;
- Parents will understand that their child will have homework and that it will increase in length as they progress through the school. It is their responsibility to see that homework is completed and class work is reviewed each day;
- Parents will encourage their child to work independently;
- Parents will support their child to pack correctly the night before each school day, making sure they are properly equipped with the following each day: Exercise books for that day's lessons, the necessary homework completed, 4 black pens, 2 pencils, 1 sharpener, 1 eraser, 1 ruler, 1 calculator, 1 highlighter, 1 protractor, 1 compass, 1 set square, 1 green pen, scissors, glue and in the ear earphones (for work in ICT).

Behaviour and Attendance

- Parents will have read and understood Cox Green's Home School Agreement and support the school's consequences for misbehaviour;



- Parents will not ask that their child be excused from after-school reflection for poor behaviour or other reasons, such as not completing homework. It is the responsibility of parents to make suitable travel arrangements to ensure their child can attend reflections;
- Parents will ensure their child arrives in school by 8.30 am;
- Parents will not plan family holidays or other absences during term time because of the impact it has on a child's grades and the message it sends about the importance of holidays over learning. Parents accept that the school can refer any unauthorised absence of this nature to the Education Welfare Officer, which may result in the issuing of a Fixed Penalty Notice;
- Parents will make certain that their child attends school every day, except in cases of illness or another legitimate reason;
- Parents will schedule routine doctor and dentist appointments during times when the school is not in session;
- Parents will telephone the school before 8.00 am if their child is to be absent, on the day of the absence, to report the reason;
- Parents will routinely review items posted on social media and what is being texted/electronically communicated by their child to prevent any e-bullying of another child, or bullying towards their child;
- Parents will understand their child can have a mobile phone in their bag at school, but that it must be switched off (not on silent) whilst on the school site and will not use their mobile phone during the school day;
- Parents understand it is their child's responsibility to inform parents of the reasons for any reflection, and sanctions are all recorded on Edulink.

Uniform

- Parents will make sure their child wears the correct school uniform to school each day;
- Parents understand that uniform violations will result in the student being sent home to collect the items or parents bringing the proper items to school. Parents have the responsibility to ensure uniform is appropriate;
- Parents understand that their child is not to wear: heavy, noticeable make-up; false eyelashes; coloured nail varnish; nail extensions; any other piercings with the exception of one pair of small, plain (gold/silver) studs in ears; jewellery; dyed or extreme hair-styles;
- No jewellery is permitted to be worn in PE lessons at any time.

Communication

- Parents believe that to provide the best possible education for their child, a partnership between parents and staff must be strong;
- Parents believe that through regular communication, a relationship of trust between school and home can be created, and therefore they will always make themselves available to the school by providing an up-to-date phone number;
- Parents will communicate with their child during school hours through the school reception, not via a mobile phone;
- Parents will read all reports carefully and attend all parent meetings;
- Parents will treat staff with respect and courtesy and understand that any request for a response from staff may take 48 hours due to teaching commitments;
- Parents agree to discuss any concerns or complaints with staff and not use social media sites to air grievances about staff, students, other parents or the school environment.



Students

Learning

- Students believe they are fully capable of developing the academic knowledge and skills necessary for educational, career and life success;
- Students are expected to always behave and work to the best of their ability, and they will do whatever it takes for all students to learn;
- Students will complete all of their classwork and homework and will talk to their teachers in advance if they have a problem with any of the work;
- Students will review their classwork daily;
- Students will endeavour to work independently and produce the best possible work;
- Students will pack correctly the night before each school day, making sure they are properly equipped with the following each day: Exercise books for that day's lessons, the necessary homework completed, 4 black pens, 2 pencils, 1 sharpener, 1 eraser, 1 ruler, 1 calculator, 1 highlighter, 1 protractor, 1 compass and 1 set square, 1 green pen, scissors, glue and in the ear earphones (for work in ICT).

Behaviour and Attendance

- Students will do whatever it takes to build a safe and respectful community in class, at breaks and within the local area;
- Students will always treat everyone at Cox Green School with respect. This includes staff, students and visitors;
- Students agree to follow the Home School Agreement (Appendix 6) and understand they will face consequences if they fail to do so;
- Students know that they are responsible for their own behaviour within school and outside in the local community;
- Students will wear their school uniform smartly every day and recognise that when they are outside of school and wearing the uniform, they are an ambassador for school;
- Students will attend school every day except in cases of illness or another legitimate reason;
- Students will arrive at school by 8.30 am each day in good time for registration;
- Students will follow the school's [Student ICT and Mobile Device Use Policy](#);
- Students will not smoke/vape on the school site, nor to and from school, or at any time whilst wearing school uniform;
- Students will not use electronic devices, including mobile phones, whilst in school;
- Students will not photograph, video or record students or staff in school;
- Students will not be in possession of banned or prohibited items in school, such as controlled drugs, non-prescription drugs such as 'legal highs', weapons, fireworks, alcohol, cigarettes, vapes, stolen goods, or inappropriate materials. (Please refer to section 12 Table 1 for a detailed list of banned and prohibited items);
- Students will not leave the school premises at any time without a written request from their parents and/or permission from a member of Senior Leadership (all students leaving must sign in and out at Student Reception);
- Students will not drop litter or damage the fabric of the school or the school premises;
- Students will not bring into school, nor consume, 'energy' drinks such as "Relentless", "Monster" (i.e. drinks high in caffeine or other similar stimulant chemicals) or any carbonated drinks, including carbonated water, Coke, and other similar products. Glass bottles are not permitted on site;



- Students will not eat during lessons, unless for authorised medical reasons, or drink anything other than still water from a clear plastic bottle during lessons (at the teacher's discretion); any consumption in Science and ICT lessons is not normally permitted;
- Students will not refuse to follow instructions of any staff;
- Students will not return to lessons until they have complied with instructions and/or relinquished items that have been confiscated in accordance with the Behaviour and Suspension Policy (e.g. mobile phones) or uniform expectations (e.g. jewellery;)
- Students will not avoid the sanctions that have been imposed as a result of unacceptable behaviour.

Communication

- Students recognise that to receive the best education, a partnership between their parents and staff must be strong;
- Students will ensure that letters and information are passed on to their parents;
- Students will communicate in an appropriate way with students and staff in school by using appropriate language;
- Students will talk to a member of staff if they have a problem during the school day that needs to be resolved. They will not take matters into their own hands and contact/text their parent first, as they need to give staff an opportunity to resolve it during the day;
- Students recognise the issues that social networking and texting can cause and will not bring these issues into the school;
- Students consent to the school sharing information such as their progress and attendance with parents.

4. Rewards and Positive Reinforcement

The school recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both an impact on teaching and has a motivational role in helping students to realise that good behaviour is valued.

These rewards and positive reinforcements include:

- Verbal praise;
- Written comment on work/in book/on Edulink;
- Positive Points (Appendix 3);
- Praise Postcards;
- Telephone call to parents;
- Positive letter home;
- Display of work;
- Mention in assembly;
- Motivational rewards/prizes;
- Special awards at Achievement Assemblies;
- Reward trips;
- Weekly school newsletters;
- School social media.

By these means, the school seeks to motivate students, create a positive learning environment, raise student self-esteem, provide systems which can be used by all staff and contribute to raising levels of achievement.



5. Active Involvement of Parents

The school believes strongly in the power of working in close co-operation with parents and in the rights and desirability of parents being actively involved in the education of their child. The school will therefore seek to involve parents actively in behaviour for learning issues.

Approaches may include:

- Telephone calls;
- Meetings;
- Letters;
- Supporting students on report;
- Behaviour Contract;
- Re-integration meetings;
- Edulink;
- Invitations to agency meetings;
- Follow up and routine communication;
- Home visits;
- Referrals to the Home School Agreement and parental requirement to support the school with its behaviour and reward procedures;
- Headteacher meeting;
- Reports;
- Behaviour support plans.

Parents are welcome to approach the school for informal or formal discussions about their child's education. However, parents should be aware that, due to teaching commitments, it may take up to 48 hours for teaching staff to respond to requests.

6. Disciplinary Sanctions

Dependent on the student's age, the nature of the offence and the severity of the behaviour, the school may use a range of strategies to correct student behaviour. All sanctions imposed will be fair and proportionate to the breach.

Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and/or interviews with the students involved. Low-level sanctions may be given following such processes.

Cox Green students have a right to be heard fairly and would be provided with a member of staff to act as their advocate if they had difficulty expressing their views or wishes within any disciplinary sanction applied. An independent member of staff would be invited to assist the student to express themselves, but would not represent them in any legal sense or argue their case. The intention is to ensure that all students, who might be restricted through language or disadvantaged through their inability to express themselves in difficult situations, have equality of opportunity.

When considering the appropriate sanction, the risks posed to student welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied, or inaction may affect that individual's welfare and, where appropriate, how it may affect other students' welfare and/or the school's community as a whole. The school will also take into consideration the SEN needs of individual students in the application of sanctions, where appropriate.



Sanctions include:

- Verbal warning;
- Written warning;
- 15-minute Reflective Meeting;
- Longer length reflection (30 minutes (3 behaviour points) and 60 minutes (4 behaviour points), after school; (see Behaviour Flowchart Appendix 1)
- Removal to a partner classroom by Learning Walk;
- Regular reporting and behavioural monitoring;
- Repeating unsatisfactory work until it meets the required standard;
- Loss of free time;
- Removal from the lesson to work under supervision elsewhere;
- School-based community service or imposition of a task, such as picking up litter or weeding school grounds, tidying a classroom, helping clear up the dining hall after meal times or removing graffiti;
- Internal reflection room (5 behaviour points);
- Fixed Term Transfer at another school (7 behaviour points);
- Suspension (10 behaviour points);
- Permanent Exclusion.

See Behaviour Flowchart (Appendix 1)

See Levels of Behaviour Guidance (Appendix 2)

See Behaviour Diamond (Appendix 3)

7. Reports

Positive Reports - Subject or Pastoral Report

Any member of staff may place a student on a Positive Report for a period of up to two weeks. Positive Reports are a way to highlight strong behaviours the student is showing in and outside of the classroom. The aim of the report is for the student to achieve positive comments from staff. Students should report to the member of staff managing the report at the end of each day; parents are expected to sign the report each evening.

Behaviour Reports – Tutor, Head of Year, or SLT

The relevant staff member should place a student on Behaviour Report when their average behaviour points reach the criteria below within one term. The report should be for a minimum of 2 weeks and will escalate to the next level if not successful.

Average Points	Action
<0.75	Praise
0.75-1.5	Tutor Discussion
1.5-2	Tutor Report
3-6	HOY Report
6+	SLT Report



8. Reflection Periods

What the law allows:

School staff have the power to impose reflections outside school hours, and **parental consent is not required for reflections**. School staff should not issue a reflection where they know that doing so would compromise a child's safety. When ensuring that a reflection outside school hours is reasonable, staff issuing the reflection should consider:

- Whether the reflection is likely to put the student at risk;
- Whether the student has known caring responsibilities, which means the reflection is unreasonable;
- Whether the parents ought to be informed of the reflection (this will depend on the circumstances; it may not be necessary for a short after-school reflection, where a student can get home safely);
- Whether suitable travel arrangements can be made by the parent for the student. It does not matter if making these arrangements is inconvenient for the parent.

At Cox Green, we will endeavour to give parents 24-hour notice for reflections over 15 minutes. The school will make every reasonable attempt to inform parents of the date and length of the reflection, via the communication app, Edulink. However, it is the student's responsibility to behave appropriately and not the school's responsibility to make contact about the reflection.

Parents are requested to check their child's Edulink on a daily basis. Ultimately, if a student has received a reflection, it is their responsibility to inform their parents and for this behaviour to be discussed at home. A text message will be sent home to parents as a reminder of their child's reflection meetings for that week.

There are 4 levels of behaviour in total:

- **Level 1:** The first and final warning are issued in the lesson;
- **Level 2:** Restorative Meetings – 15-minute meeting to be held during or at the end of the school day (3:00-3:15pm) and set by the class teacher.
- If a student fails to attend the restorative meeting, the name of the student will be shared with the Subject Leader so that the incident is escalated to a Level 3 after-school reflection meeting. The classroom teacher will contact parents regarding the situation.
- The Subject Leader should speak to the student to reinforce the expectation as soon as possible.
- The Subject Leader/Teacher should also ensure the information is logged on the student's Edulink/communicated to the student and parent.
- **Level 3:** 30-minute reflections will be held on Mondays, Wednesdays and Thursdays. A Level 3 is set if the Level 2 restorative meeting is missed, or the incident is a Level 3 incident. All Level 3 reflection meetings will have restorative conversations taking place with the member of staff who set the initial sanction. Level 3 reflections are set for persistent breaches of the school's Behaviour and Suspension Policy.
- **Level 4:** 60-minute reflections will be held on Mondays and Wednesdays. A Level 4 is set if a Level 3 reflection has been missed, or if the teacher running the 30-minute reflection feels it has not been completed properly, or the behaviour is one of a serious breach of the school's Behaviour and Suspension Policy. All Level 4 reflections set will still have restorative conversations taking place with a member of staff.
- The restorative conversation with the student is to secure restorative justice or reconciliation. This can be supported by a member of the Behaviour Team, their Subject Leader if issued by a subject teacher, or their Head of Year if issued by a Form Tutor;
- Reflections once issued cannot be removed for good behaviour.



- If a student misses a Level 4 reflection, they will sit a period of internal reflection the next day, 9 am-2 pm. This will be communicated home.
- **Level 5:** Internal Reflection – Internal reflections are set in line with the behaviour guidance (Appendix 2). The reflection day is an opportunity to work with staff to identify what behaviours have impacted the school. The reflection day is from 8:30 am-4:00 pm, and both breaks will occur within the school's Reflection Room. Reintegration meetings take place the following day with the student, their parents and the relevant members of staff.

Where a student has repeatedly been in the internal reflection room, sanctions will escalate as follows:

3 x periods of time in the reflection room per half term:

- Internal reflection day;
- Parent meeting

6 x periods of time in the reflection room per half term:

- Suspension

This is designed to deter students from missing lessons and to ensure that parents are involved in the process of the sanction being escalated.

See Appendix 1 for the Behaviour Flowchart.

9. Suspensions and Exclusions

Power to Exclude

The Headteacher is the only member of staff within the school who can exclude a student, either permanently or for a suspension. In the absence of the Headteacher, the Deputy Headteachers may take this role. When considering a suspension or Permanent Exclusion, the procedure set out in the DfE's Exclusions Guidance will be followed.

There are certain circumstances where the Board of Trustees will have to review the Headteacher's decision and consider appeals from parents of excluded students. They may direct the reinstatement of an excluded pupil or uphold an exclusion after a review, but they cannot exclude a student themselves.

The DfE guidance states that there are two reasons for permanent exclusion: in response to a serious breach or persistent breaches of the school's Behaviour and Suspension Policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Whilst having regard to the circumstances of a particular case, the Headteacher may use suspensions in the following instances:

- Sustained challenge to the authority of a member of staff;
- The use of foul or abusive language to a member of staff;
- Bullying, harassment or abuse (including on the grounds of gender, race, ethnicity, age, religion or sexual orientation);
- Persistent defiance of a school rule;
- Acts of vandalism or physical violence;
- Physical altercation (self-defence and a claim of "play fighting" will not be accepted as an excuse);



- Using/possession of drugs or alcohol and/or smoking/vaping within, or in close proximity to, the school site;
- Conduct likely to bring the school into disrepute.

This list does not note every offence for which suspensions may be used, but gives an indication of the behaviour for which it will be considered.

The following non-exhaustive list sets out the situations in which Permanent Exclusion may be used:

- Serious violence which creates fear and anxiety among staff or students;
- Possession of an offensive weapon (e.g. knife, firearm, BB gun, etc.) on, or within close proximity to, the school site;
- Using/possession of drugs on, or within close proximity to, the school site;
- Persistent defiance of school authority or disruption of teaching and learning;
- Persistent bullying, harassment or abuse;
- Serious breach or persistent breaches of the school's Behaviour and Suspension Policy;
- Allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

The school operates within the principles of fairness and will ensure that where a student is facing a sanction (including where they are at risk of fixed term suspension or permanent exclusion), the student and their parents are provided with sufficient information about the allegations and access to the evidence (subject to compliance with data protection obligations) to understand the factual findings made following the investigation, and the reasons for the sanction imposed, so that they are in a position to decide whether or not to challenge the decision, and what submissions to make.

Fixed Term Transfer (FTT)

Only the Deputy Headteachers and the Headteacher can agree to a Fixed Term Transfer. It is a system that is operated with a number of other local schools. A student is taken from their home school (Cox Green School) to one of the host schools in the local area, where, in full-school uniform, they complete work set by Cox Green School in the host school's isolation area.

Suspensions

Suspensions are an extremely serious sanction and should only be considered when other sanctions have been explored. The principles, guidance and procedure set out in the DfE Guidance, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Including Pupil Movement ('the Exclusions Guidance') will be followed at all times.

The full details of the incident should be shared with the parent, where possible on the telephone, and in writing, setting out the mandatory information as set out in the Exclusions Guidance. A copy should also be posted, and a copy placed on the student's file.

After a suspension, a reintegration meeting must be conducted with the parent, student and a member of staff. Ideally, the staff will be those involved in the incident, but there may be situations where this is not appropriate. Reintegration meetings are typically carried out in the morning after the last day of suspension; however, there may be occasions where this is not possible. In these circumstances, the Headteacher, or those staff delegated, will decide the best time for the reintegration meeting.



For the duration of a suspension, the student is the responsibility of the parent, although the school must ensure that adequate work is set for the first five days. It is the parent's responsibility to ensure that the student does not come onto the school site, is in the vicinity of the school site, or is in a public place during school hours without reasonable justification. Failure by parents to comply with this may result in a financial penalty or criminal prosecution.

Permanent Exclusion

Permanent Exclusion will be used in response to a serious breach or persistent breaches of the school's Behaviour and Suspension Policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school and would have a seriously damaging effect on the life of the school (not necessarily limited to conduct that has taken place during school time or on/near to the school).

In most cases, a Permanent Exclusion will be the final step in a process of dealing with disciplinary offences following a wide range of strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the student and should normally be used as a last resort. There will, however, be circumstances where a 'single breach' is so serious that permanent exclusion has to be considered. The school may then also wish to inform the Police or other appropriate agency.

The DfE lays out the following criteria for Permanent Exclusion:

- Serious breach or persistent breaches of the school's Behaviour and Suspension Policy; and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school, a Permanent Exclusion is a serious step and will only be taken when all other alternatives have been explored. However, it is clear that for some students, in some circumstances, this is the only available and appropriate option.

Trustee Discipline Committee

The DfE Exclusions Guidance states that a Board of Trustees will have a duty to consider parents' representations about an exclusion. The requirements on a Board of Trustees to consider an exclusion depend upon a number of factors (these requirements are illustrated by the diagram in Appendix 5, Summary of the Board of Trustees' Duties to Review the Headteacher's Exclusion Decision).

In the case of a Permanent Exclusion, the parents and the Local Authority will be notified in writing without delay of the decision to permanently exclude, setting out the reasons for the decision.

Work For Suspended Students

For suspensions of up to 5 school days, members of staff who teach suspended students will provide work for these students online to do at home. Parents and students should ensure that work is submitted to school promptly for marking and review.

For suspensions beyond 5 school days' duration, the Local Authority must arrange suitable full-time education for any student of compulsory school age. Where a child received consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty.



Behaviour Outside School

Students who breach the school's Behaviour and Suspension Policy whilst on school business, such as trips and journeys to and from school, sports fixtures or a work-experience placement, may be dealt with in the same manner as if the incident had taken place on the school premises.

For incidents that take place outside the school and not on school business, this policy may still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This may include behaviour in the immediate vicinity of the school. Other relevant factors include whether the student is wearing school uniform or is in some other way identifiable as a student at the school, and whether the behaviours could adversely affect the reputation of the school.

For acts of aggression which threaten the health and safety of others, or social media concerns, the school may involve the Police. Equally, if the school considers that the behaviour might be linked to a young person suffering, or likely to suffer, significant harm, safeguarding procedures will be applied.

Where instances of bullying occur, either verbal or using social media, students can be sanctioned in the same way as if they occurred within school. Where instances of anti-social behaviour have taken place outside school, which are clearly associated with and/or threaten the good order/reputation of the school, the Headteacher may take action, up to and including suspending/permanently excluding the student.

Joint Enterprise: If a group of students is behaving in an inappropriate manner inside or outside the school (of identified Cox Green School students), then a sanction may be applied to all members of the group, including those on the periphery.

10. Interventions and Additional Needs

Through the pastoral and guidance systems, the school has staff whose role is to support student welfare and well-being. This includes helping to make explicit the school's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern.

The school accepts that, for a wide variety of reasons, some students require additional support to learn and display positive learning behaviours. For these students, the school will draw on a range of support interventions to support and improve behaviours. The school will make reasonable adjustments for managing behaviour that is related to a student's disability. Staff should seek advice from the Headteacher if they are unsure about how to manage a student's behaviour where this is related to a disability.

The school acknowledges that there are groups of students for whom the rates of exclusion are consistently higher than average. This includes students with SEN (Special Educational Needs), students eligible for free school meals, looked after children and students from certain ethnic groups, including Gypsy/Roma, Travellers or Irish Heritage and Caribbean students. The Headteacher will consider whether extra support is required to identify and address the needs of students from these groups to reduce their risk of suspension or Permanent Exclusion.

If there is a concern that a student's behaviour is a result of an unmet educational or other needs, advice will be sought from the Headteacher/Senior Leader with responsibility for SEND and further action, in accordance with the school's Inclusion (SEND) Policy, will be considered. Strategies may include consideration of curriculum need, additional learning support, identification of Special Educational Need, additional internal provision, placement on a support programme and use of external expertise. The school will also consider Counselling, consulting the Educational Psychologist, and other available



outreach programmes or referrals to external agencies such as the Child and Adolescent Mental Health Service (CAMHS), or requesting an emergency review of an Education, Health and Care Plan (EHCP).

Where suspension or Permanent Exclusion is being considered, the school will ensure that a student with a disability or special educational needs is able to present their case fully, where their disability or special educational needs may hinder this.

Learning Walks to Support Teaching and Behaviour

During lessons, a member of staff will be available on a Learning Walk. The principle of the Learning Walk is to support staff in their daily work with students.

There may be occasions when the member of staff on Learning Walk will be required to diffuse, support or reconcile situations. The ultimate aim is to give students time to calm themselves and then return to their class or Partner Classroom. If the situation cannot be immediately managed, the student should be removed from the classroom to a Partner Classroom (See Appendix 2). The teacher and/or their Subject Leader will follow up on the incident at the end of the lesson.

Time Out

Staff have the facility to allow students out of class for a short, agreed period to allow them to regulate and avoid escalation of behaviour. This is at the staff member's discretion and should be logged on Edulink.

11. Use of Mobile Phones and Other Electronic Devices

Students are normally permitted to bring mobile phones and other electronic devices to school for use if necessary on the way to and from school. This concession is purely a health and safety consideration. Students and families should be aware that the use of mobile phones and other electronic devices on the school site is **not** permitted unless explicitly allowed by a member of staff. The school enforces the importance of mobile phones not being seen on site for all students in Years 7-11, and only in designated areas for Years 12 and 13.

If mobile phones and other electronic devices are brought into school, these items remain solely the responsibility of the student. They must be kept out of sight and switched off whilst on the school site throughout the school day, including at break times.

Telephone communication between parents and students must only take place through school staff; this is so that the authority of the school is not undermined, learning is not interrupted, and the safety of students is not compromised. In addition, parents are specifically requested not to send (or respond to) text messages from students during the school day. The school reserves the right to confiscate the mobile phone if it is clear that communication of this nature has taken place during the school day.

If a member of staff sees or hears a student's mobile phone or other electronic device when students are on the school site, the device will be confiscated by the member of staff concerned and kept safely until the end of the school day.

Repeated use of an electronic device will be reported to the relevant senior staff, and a suitable sanction will be issued. If a student fails to relinquish their mobile phone (or any other similar device or banned item) upon request of a member of staff, they will be removed to the reflection room until the phone is



handed over. If the mobile phone contravention involves other related misdemeanours, such as rude, argumentative or obstructive behaviour, then additional appropriate sanctions may be applied.

12. Screening, Searching and Confiscation

Searching With the Student's Consent

School staff can search students with their consent for any item which is banned in the school's Behaviour and Suspension Policy and/or prohibited by law – see Table 1 overleaf.

Schools are not required to have formal written consent from the student for this sort of search – it is enough for a member of SLT to ask the student to turn out their pockets, or look in the student's bag, or through outer clothing when removed, or locker (in the student's presence) and for the student to consent. This should always take place with another staff member present. It is recommended, where practical, that at least one member of staff conducting the search be of the identified gender of the student being searched.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Where a student is not deemed to have sufficient maturity or understanding to be fit to give consent themselves, then consent will be sought from a parent.

Searching Without the Student's Consent

The Headteacher (and staff authorised by them) has the statutory power to search a student or their possessions, without the student's consent, where there are reasonable grounds for suspecting that the student has certain prohibited items in their possession, or any item that is banned by the school which has been identified in the Behaviour and Suspension Policy as an item to be searched for. When searching without consent, there should be two members of staff (of the same identified gender as the student being searched, where possible) present at all times.

If the student refuses to be searched or have their belongings searched for suspected prohibited items, the school can ask the parents and/or the Police to carry out the search.

Schools are not required to inform parents before a search takes place or to seek their consent to search their child. The school will inform the student's parents where alcohol, illegal drugs or potentially harmful items or substances are found.

Other Issues Pertaining to Searches

Electronic devices, including mobile phones, can be searched and their data/files searched/erased if there is a good reason to do so.

If a student refuses to be searched or have their belongings searched, this refusal will be treated as 'refusing to follow an instruction' and incur the appropriate sanction.

We will inform parents if banned or prohibited items are found as a result of a search.



Confiscation

Students found in possession of prohibited items will face sanctions/suspension from the school. Furthermore, any student found in possession of an offensive weapon and/or illegal drugs should expect Permanent Exclusion as a result.

Students who do not relinquish banned or prohibited items (including mobile phones) will not be allowed to return to normal lessons until the item in question has been confiscated. Students will remain in school during this time and will be isolated with an appropriate member of staff, in an appropriately supervised area.

With Consent Searches

The member of staff who has conducted a search for a prohibited or banned item, or an item which they consider harmful or detrimental to school discipline, can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search, as long as it is reasonable in the circumstances.

Where any item is thought to be a weapon, controlled drugs or a stolen item, it will be passed to the Police, unless there is a good reason not to do so. The Headteacher will decide when, or if, to return other types of confiscated items, in line with the Education Act 2011.

Without Consent Searches

Teachers may seize anything that they have reasonable grounds for suspecting is a prohibited item or is evidence that relates to an offence. Any items that are seized will be retained/disposed of, or delivered to the Police, in line with DfE guidance.

Table 1

Banned Items at Cox Green School	Prohibited Items at Cox Green School
<ul style="list-style-type: none"> • Cigarettes/tobacco products, vapes, including e-cigarettes or other simulated cigarette/nicotine-related products; • Chewing gum; • Carbonated drinks and energy drinks high in caffeine content, e.g. Monster, Relentless; • Fireworks/firecrackers; • Matches/lighters; • Water pistols or any toy that resembles a weapon; • Chemical substances other than controlled drugs, e.g. 'legal highs'; • Laser Pens. 	<ul style="list-style-type: none"> • Weapons; • Knives; • Alcohol; • Illegal/controlled drugs, including vapes containing illegal substances; • Stolen items; • Pornographic material; also any other items or materials that are prohibited for children under the age of 16; • Any item that a member of staff reasonably suspects has been or is likely to be used to commit an offence, or cause personal injury or damage to property.



13. Use of Restrictive Physical Intervention

The school staff will do all they can to manage behaviour positively within the school. However, there are times when staff may need to use force to keep a student or students safe, or to maintain good order within the school. In such cases, staff would always act within the principle of reasonable force; 'reasonable' means using no more force than is necessary. Corporal punishment is not used at the school, and force is never used as a punishment.

Where reasonable force is used, the needs of individual students will be considered, and reasonable adjustments will be made for students with special educational needs or disabilities.

Where reasonable force is used by a member of staff, the Headteacher must be informed of the incident and a written record made. Parents will be informed about serious incidents involving the use of force.

Please see our Use of Reasonable Force Policy for further details.

14. Malicious Accusations Against School Staff

The school recognises that there may be occasions when a student may need to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation may be one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction, which may include suspension or Permanent Exclusion, as well as referral to the Police if there are grounds for believing a criminal offence may have been committed. The school will consider a malicious allegation to be one where there is sufficient evidence, on the balance of probabilities, to disprove the allegation and that by the same test, there is sufficient evidence that there has been a deliberate act to deceive. This is different to an unsubstantiated allegation, which is made without malice or ill intent.

The school will also take seriously inappropriate use of technologies, including mobile and social networking sites, which are targeted at members of staff or other students.

This is in line with the school's Whole School Equality Policy and Anti-Bullying Policy.

15. Fire Alarm/Disabled Person Refuge Alarm

If the fire alarm is set off maliciously, there will be a sanction, and students will be required to pay a cost. This is the cost of the call-out charge to the fire brigade.

16. Training

The Board of Trustees will ensure that the Senior Leadership Team will provide regular and appropriate high-quality training on all aspects of behaviour management to support the implementation of the policy both at staff induction and at regular intervals thereafter. The level of frequency of training will depend on the role of the individual staff member.

The school will keep records of all staff training.



17. Involvement of Outside Agencies

The school works inclusively with external agencies. The SAFE and Pastoral Teams seek appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

If a student is continuously disruptive and fails to respond positively to the support structure offered within school, and, in the relevant Subject Leaders'/Head of Years' professional judgement, and the student's parents are not able/willing to provide the necessary support, the relevant external agency will be contacted and the matter discussed.

Relevant Subject Leaders/Heads of Year will then discuss the student and the support available from the external agency with the relevant SLT lead, who will decide how to proceed.

18. Risk Assessment

Where a concern about a student's welfare is identified, the risks to that student's welfare will be assessed, and appropriate action will be taken to reduce the risks identified.

The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual student welfare plans (such as Education, Health and Care Plans, Behaviour Plans) as appropriate. Regardless of the form used, the school's approach to promoting student welfare will be systematic and student-focused.

The Headteacher has overall responsibility for ensuring that matters which affect student welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.

Day-to-day responsibility to carry out risk assessments under this policy will be delegated by the Headteacher.

19. Record Keeping

All records created for the purposes of this policy are managed in accordance with school policies that apply to the retention and destruction of records.

The school will keep a separate record of sanctions imposed for serious misbehaviour. The record includes:

1. The name and year group of the student concerned;
2. The nature and date of the offence;
3. The sanction imposed and the reason for it;
4. The name of the person imposing the sanction.

This record is reviewed regularly by the member of SLT with responsibility for behaviour so that patterns in behaviour can be identified and managed appropriately.

The records created in accordance with this policy may contain personal data. The school has a number of privacy notices which explain how the school will use personal data about students and parents. The privacy notices are published on the school's website. In addition, staff must ensure that they follow the



school's data protection policies and procedures when handling personal data created in connection with this policy.

20. Communication of this Policy

This policy is available on the school website and accessible to all parents and staff. If a hard copy of the policy is required, then the school Reception should be contacted at the school, and a copy will be sent.

21. Review of Policy

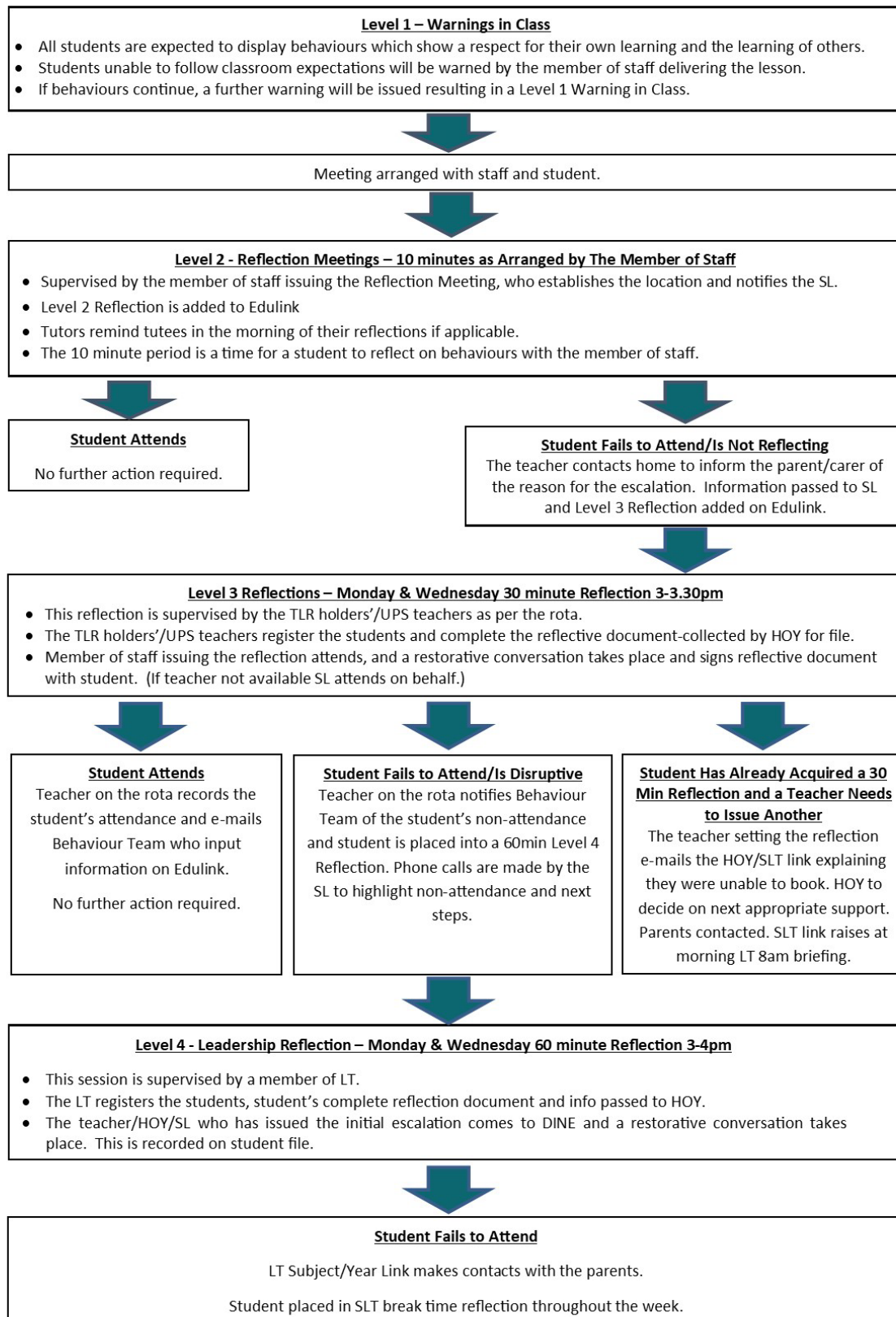
This policy shall be reviewed annually by the Full Board of Trustees.

22. Version History

Version	Authorisation	Approval Date	Effective Date	Next Review
1	Board of Trustees	16/7/2013	16/7/2013	July 2015
1.2	Board of Trustees	7/7/2015	1/9/2015	July 2017
1.3	Board of Trustees	1/12/2015	1/12/2015	July 2017
1.4	Board of Trustees	7/6/2016	7/6/2016	June 2019
This policy was delegated to the People and External Relations Committee in June 2017				
1.5	People and External Relations Committee	6/6/2017	6/6/2017	June 2020
This policy was delegated to the Leadership and Management Committee in June 2018				
1.6	Leadership and Management Committee	27/6/2018	27/6/2018	June 2021
This policy was delegated to the Full Board of Trustees in September 2020				
1.7	Board of Trustees	1/9/2020	1/9/2020	Oct 2021
1.8	Board of Trustees	12/10/2021	1/9/2021	June 22
1.9	Board of Trustees	5/7/2022	1/9/2022	June 23
1.10	Board of Trustees	4/7/2023	4/7/2023	June 24
1.11	Board of Trustees	3/12/2024	3/12/2024	Dec 25
1.12	Board of Trustees	2/12/2025	2/12/2025	Dec 26



Appendix 1: Behaviour Flow Chart



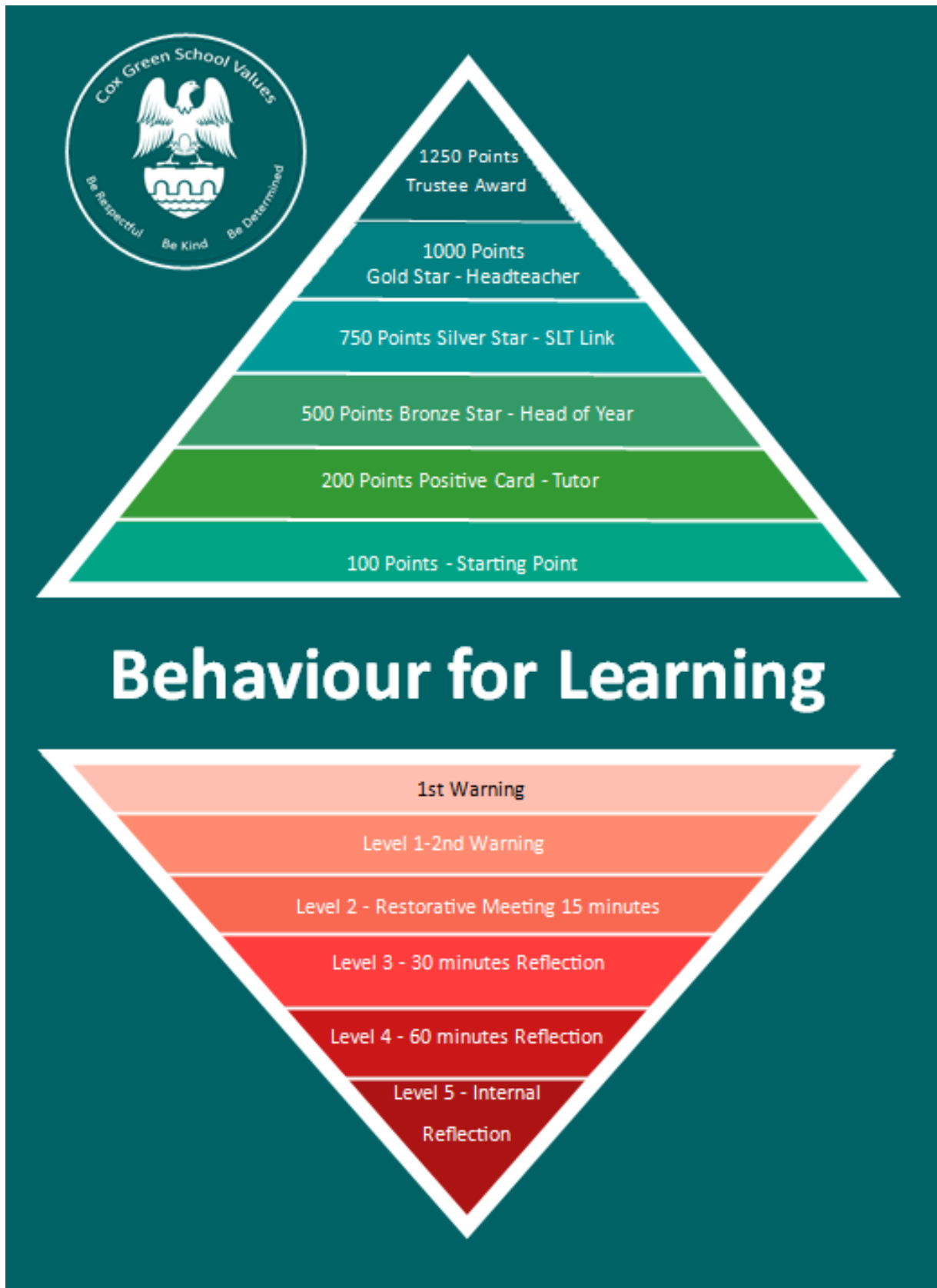


Appendix 2: Levels of Behaviour Guidance

LEVELS OF BEHAVIOUR GUIDANCE.				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Second Verbal Warning</p> <p>(1 behaviour point logged on EDULINK)</p>	<p>15-minute restorative meeting</p> <p>(2 behaviour points point logged on EDULINK)</p>	<p>30-minute reflection 3-4pm</p> <p>Monday & Wednesday</p> <p>(3 behaviour points logged on EDULINK)</p>	<p>60-minute SLT reflection</p> <p>3-4pm Monday & Wednesday</p> <p>(4 behaviour points logged on EDULINK)</p>	<p>Internal Reflection (H9)</p> <p>(5 behaviour points logged on EDULINK)</p>
<ul style="list-style-type: none"> • Calling out • Chewing gum • Loading a non-relevant website in lessons • Wearing jewellery • Forgetting to bring correct equipment to lessons • Off task behaviour (e.g. putting make up on, not listening, talking over others) • Incorrect uniform 	<ul style="list-style-type: none"> • Any actions from Level 1 column that are repeated twice • Inadequate work • Out of class without note • Eating in class • Answering back/shouting • Writing on desks • Jumping the lunchtime queue • Late to lesson or assembly • Not handing in homework or inappropriate use of AI to complete homework. 	<ul style="list-style-type: none"> • Persistently (3 or more times) displaying Level 2 behaviours • Swearing in conversation and not directed at anyone • Damage of a student's property • Removal to partner classroom • Refusal to hand over jewellery 	<ul style="list-style-type: none"> • Direct verbal abuse to other student(s) including swearing • Dangerous behaviour in school • No show to Level 3 reflection • Refusal to move into partner classroom 	<ul style="list-style-type: none"> • Three or more staff requiring to set Level 4 reflection • Direct verbal abuse to other staff • Some incidents of child-on-child abuse (e.g. bullying including physical or emotional abuse or harassment) • Truancy • Serious damage to school property • Vaping



Appendix 3: Behaviour Diamond





Appendix 4 – Behaviour Support Plan



Cox Green School

Behaviour Support Plan

Name:

Form:

Start date:

Review 1:

Review 2:

BSP lead staff member:



Pupil Voice:

What do you enjoy at school?

What are your strengths?

What are your goals and ambitions (short and/or long term)?

1. This BSP has been put in place due to:					
Rapidly Deteriorating Behaviour		Poor engagement in lessons.		Student being at risk of permanent exclusion	
Continued issues during social times.		Sustained defiance and disrespect toward staff.		Other (please specify)	
Further information 1. <i>What is going wrong?</i> 2. <i>Examples of behaviour(s) causing concern.</i>					
Triggers for behaviour issues		Details, where relevant			
Specific lessons					
SEN needs					
Times of day					
Language/behaviour of others					



Meeting 1

Date:

Present:

PRECISE TARGETS			
Target 1		Target 2	
Support for Target 1:		Support for Target 2:	
What, Where and When	Managed by	What, Where and When	Managed by
SUCCESS CRITERIA (INCLUDE MEASURABLE DESCRIPTION OF EXPECTED OUTCOME)			
Target 1		Target 2	
	Agreed Rewards		Agreed Sanctions
Home:			
School:			
1 st Review Date (No more than 2 weeks from BSP launch)			
Signed			
Student:			Date:
Parent:			Date:
Lead staff member:			Date:



Behaviour Support Plan Review 1

Date:

Present:

Target 1	Positives		Target 1: Fully Met Partially met Not met	Additional Support
	Concerns			
Target to remain?	Yes / No	Amendments:		
Target 2	Positives		Target 2: Fully Met Partially met Not met	Additional Support
	Concerns			
Target to remain?	Yes / No	Amendments:		

2nd Review Date (No more than 2 weeks from 1st Review)

Signed

Student:		Date:
Parent:		Date:
BSP lead staff member:		Date:



Behaviour Support Plan Final Review Meeting

Date:

Present:

Target 1	Positives		Target 1: Fully Met Partially met Not met
	Concerns		
Target 2	Positives		Target 2: Fully Met Partially met Not met
	Concerns		
Has the student achieved BOTH targets?		Yes	No
If YES, what is the agreed reward?			
Home			
School			



If NO, suggested further action:		
Alternative Provision		Proposed Location:
Managed Move		Proposed School:
Other		Please specify:

Agreed Action (s)			
What	By Whom	When?	Completed Date & Initial

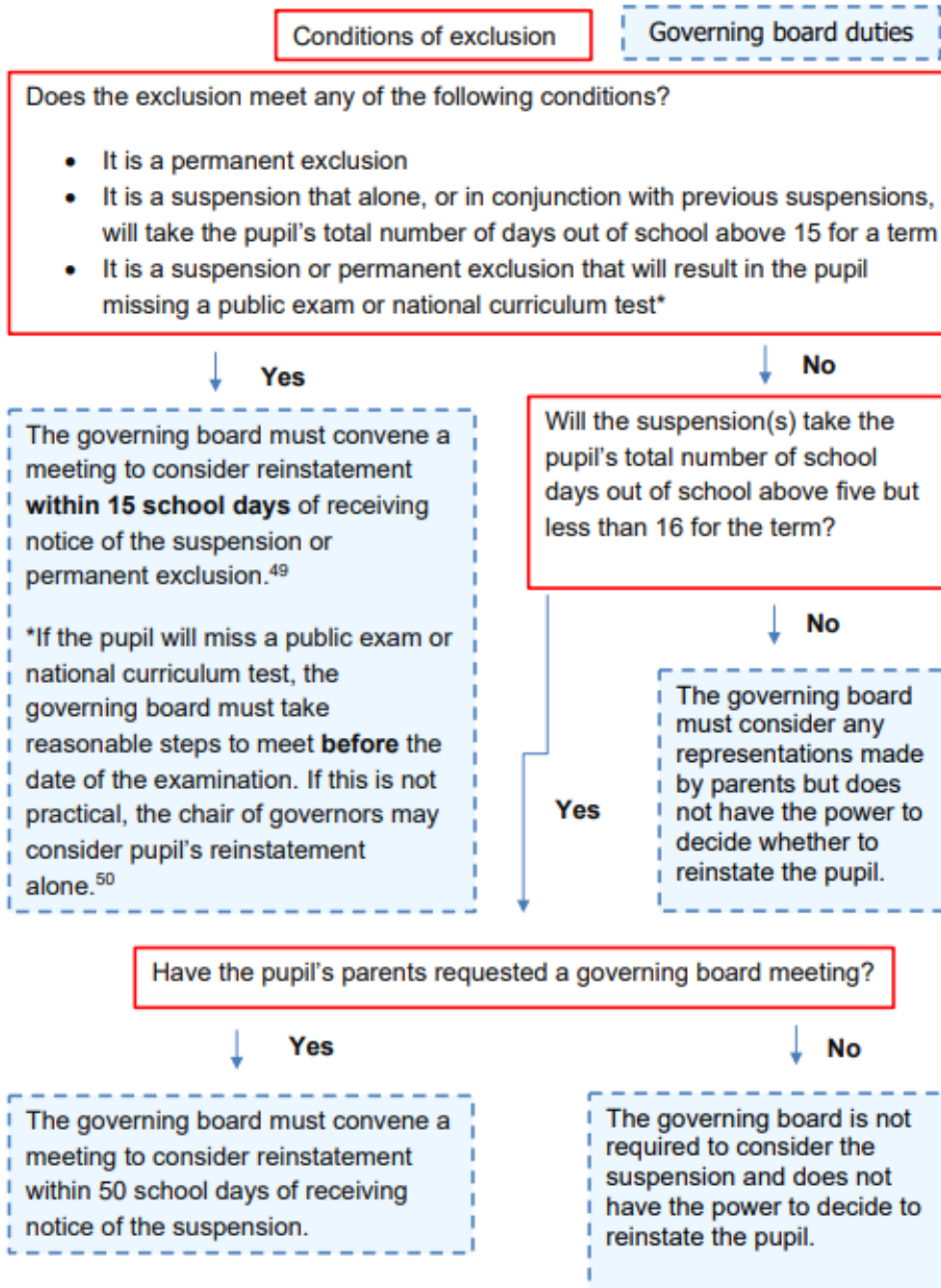
Signed		
Student:		Date:
Parent:		Date:
BSP Lead staff member:		Date:
Other:		Date:

COMPLETED BSP is to be kept in student file.



Appendix 5: Summary of the Board of Trustees’ Duties to Review the Headteacher’s Exclusion Decision (for Board of Trustees, read Governing Board)

A summary of the governing board’s duties to review the headteacher’s exclusion decision



⁴⁹ The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁵⁰ The ability for a chair to review in the case of public exams refers only to maintained schools.



Appendix 6: Home School Agreement

Cox Green School - Home School Agreement Policy

Introduction

At Cox Green School, we recognise that we all have a role to play in your child's success. The Home School Agreement reflects this.

Staff Agreement—Be Respectful/Be Kind/Be Determined Learning

- We believe every student at Cox Green School is fully capable of developing the academic and social skills necessary for educational, career and life success.
- We will support every student to work hard to reach their potential.
- We will make sure we always come to lessons prepared and continually engage students in the challenging work that paves the way for success in school and life.
- We will ensure students are aware of their achievements and provide them with advice and guidance in order to further improve their learning.
- We will set appropriate and regular classwork and homework, which we will mark.
- We will provide rewards for students' endeavour.
- We will offer every child the opportunity to learn a musical instrument and/or extra-curricular activities.

Behaviour and Attendance

- We will care about our students' wellbeing, and protect their safety at all times.
- We will ensure that each student's class teacher and form tutor will follow their progress and ensure that their individual needs are met.
- We will regularly set targets for attendance and punctuality and monitor these closely.
- We will go out of our way to get to know each of our students as individuals.
- We will focus on promoting positive behaviour, helping to build self-discipline and encouraging respect for others.
- We will enforce the Cox Green School's Code of Conduct consistently and fairly.
- We will insist on high standards of behaviour and will hold students to account for their actions.

Communication

- We believe that to provide the best possible education for our students, partnerships between parents and staff must be strong.
- We believe that through regular communication, a relationship of trust between school and home can be created.
- We are aware that all calls to and from the school are recorded to promote transparency and ascertain facts. Further details can be found in the school's Data Protection Policy on the school website.
- We will hold parent evenings at least once a year and issue reports twice a year.
- We will welcome parents into the school community and will treat them with respect and courtesy.



Learning

- We believe our child is fully capable of developing the academic knowledge and skills necessary for educational, career and life success.
- We will support our child to work hard to reach their potential.
- We will allow our child to participate in extra-curricular activities.
- We understand that our child will have homework and that it will increase in length as they progress through the school. It is our responsibility, with our child, to see that homework is completed and class work is reviewed each day.
- We will encourage our child to work independently.
- We will support our child to pack correctly the night before each school day, making sure they are properly equipped with the following each day: Exercise books for that day's lessons, the necessary homework completed, 2 black pens, 2 pencils, 1 sharpener, 1 eraser, 1 ruler, 1 calculator, 1 highlighter, 1 protractor, 1 compass, 1 set square, 1 green pen, scissors and glue.

Behaviour and Attendance

- We have read and understood Cox Green School's Code of Conduct and support the school's consequences for misbehaviour.
- We will not ask that our child be excused from after-school reflection for poor behaviour or other reasons, such as not completing homework. It is the responsibility of parents to make suitable travel arrangements to ensure their child can attend reflections.
- We will ensure our child arrives in school by 8.30 am.
- We will not plan for family holidays or other absences during term time because of the impact it has on a child's grades and the message it sends about the importance of holidays over learning.
- We accept that the school can refer any unauthorised absence of this nature to the Education Welfare Officer, which may result in the issuing of a Fixed Penalty.
- We will make certain that our child attends school every day, except in cases of illness or another legitimate reason.
- We will schedule routine doctor and dentist appointments during times when the school is not in session.
- If our child is absent, we will notify the school before 8.00 am on the day of the absence to report the reason.
- We will routinely review items posted on social media and being texted by our child to prevent any e-bullying of another child or bullying towards our child.
- We understand our child can have a mobile phone in their bag at school, but that it must be switched off (not on silent) whilst on the school site and will not contact them via their mobile phone during school hours.
- We understand it is our child's responsibility to record and inform us of the reasons for any reflections issued.

Uniform

- We will make sure our child wears the full school uniform to school each day.
- We agree that our child will borrow and wear uniform from Student Services if they have forgotten it or are not wearing the appropriate uniform.
- We understand that our child should not wear heavy, noticeable make-up, false eyelashes or nail polish.
- We understand that our child's hair should not be dyed or have extreme hairstyles.
- We understand that no jewellery is permitted to be worn with the exception of one pair of small, plain (gold/silver) studs. These must be removed for PE.



Communication

- We believe that to provide the best possible education for our child, the partnership between parents/carers and staff must be strong.
- We believe that through regular communication, a relationship of trust between school and home can be created, and therefore we will always make ourselves available to the school by providing an up-to-date phone number, email address, and home address is applicable.
- We will communicate with our child during school hours through the school reception, not via a child's mobile phone.
- We are aware that all calls to and from the school are recorded, to promote transparency and ascertain facts. Further details can be found in the school's Data Protection Policy on the school website.
- We will read all reports carefully and attend all parent meetings.
- We will treat Cox Green School staff with respect and courtesy and understand any request for a response from staff may take two school days due to teaching commitments.
- We agree to discuss any concerns or complaints with school staff and not use social media sites to air grievances about staff, students, other parents/carers or the school environment, or any other school matters.



Student Agreement— Be Respectful/Be Kind/Be Determined

Learning

- I will do whatever it takes to learn.
- I believe I am fully capable of developing the academic knowledge and skills necessary for educational, career and life success.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for my Cox Green School classmates and me to learn.
- I will complete all my classwork and homework, and I will talk to my teachers without delay if I have a problem with any of the work.
- I will review my classwork daily and homework regularly.
- I will endeavour to work independently and produce the best possible work.
- I will pack correctly the night before each school day, making sure I am properly equipped with the following each day: Exercise books for that day's lessons, the necessary homework completed, 2 black pens, 2 pencils, 1 sharpener, 1 eraser, 1 ruler, 1 calculator, 1 highlighter, 1 protractor, 1 compass, 1 set square, 1 green pen, scissors and glue.

Behaviour and Attendance

- I will do whatever it takes to build a safe and respectful community in class, at breaks and within the local area.
- I will always treat everyone at Cox Green School, both in person and online, with respect. This includes staff, students and visitors.
- I agree to follow the Cox Green School Code of Conduct and understand I will face the consequences if I fail to do so.
- I know I am responsible for my own behaviour within school, outside in the local community and online.
- I will wear my Cox Green School uniform smartly every day and recognise that when I am outside of school and wearing the uniform, I am an ambassador for Cox Green School and will behave accordingly.
- I will attend school every day, except in cases of illness or another legitimate reason.
- I will arrive at school by 8.30 am each day in good time for registration.
- I will follow the school's Student ICT and Mobile Device Use Policy.
- I understand I can have a mobile phone in my bag at school, but that it must be switched off (not on silent) whilst on the school site.
- I understand it is my responsibility to inform my parents/carers of the reasons for any reflections issued to me.

Uniform

- I will make sure I wear the full school uniform to school each day.
- I agree to wear uniform borrowed from Student Services if I have forgotten or if I am not wearing the appropriate uniform.
- I understand that I should not wear heavy, noticeable make-up, false eyelashes or nail polish.
- I understand that my hair should not be dyed or have extreme hairstyles.
- I understand no jewellery is permitted to be worn with the exception of one pair of small, plain (gold/silver) studs. These must be removed for PE.



Communication

- I recognise that to receive the best education, the partnership between my parents/carers and staff must be strong.
- I will ensure that letters and information are passed on to my parents/carers.
- I will communicate in an appropriate way with students and staff in school by using appropriate language.
- If I have a problem during the school day that needs to be resolved, I will talk to a member of staff. I will not take matters into my own hands and contact/text my parent/carer first, as I need to give staff an opportunity to resolve it during the school day.
- I recognise the issues that social networking and texting can cause and will not bring these issues into the school.
- I understand the school shares information such as my progress and attendance with parents/carers under Education (Pupil Information) (England) Regulations 2005.